

Energy Justice School Dashboard – Indicator Descriptions

School Data

Description	Definition	Variable Name (Short)	Source
Disadvantaged Community (DAC)	DOE's working definition of disadvantage is based on cumulative burden. There are thirty-six (36) burden indicators that reflect fossil dependence, energy burden, environmental and climate hazards, and socio-economic vulnerabilities.	DAC	DOE Working Justice40 Disadvantaged Communities (DACs) 2022.
Rural Location	<p>The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety.</p> <ul style="list-style-type: none"> 41-Fringe - Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster. 42-Distant - Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster. 43-Remote - Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster. 	Locale [Public School] 2018-19	U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. (2018- 2019)
Free & Reduced Lunch Eligible Students	The unduplicated number of students who are eligible to participate in the Free and Reduced-price Lunch Program under the National School Lunch Act of 1946.	Total FRL Eligible Students	U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. (2018- 2019)
Title 1 Schoolwide Programming Eligible	Schools enrolling at least 40 percent of students from low-income families are eligible to use Title I funds for schoolwide programs designed to upgrade the entire school's education program to improve achievement for all students, particularly the lowest-achieving students.	Title I Eligible School [Public School] 2018-19	U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. (2018- 2019)

Designated Community Shelter	The National Shelter System feature layer contains facilities that can house individuals in the event of an issued evacuation for the facilities area. This layer's attribution contains physical, demographic, and capacity information for facilities in the continental United States and some of its territories. The purpose of this layer is to provide accurate locations for a potential shelter in the event of a disaster. The facilities included have been designated as a Shelter by either the Federal Emergency Management Agency (FEMA) or the American Red Cross (ARC).		U.S. Department of Homeland Security. National Shelter System Facilities. 2022.
Minority %	Minority students include students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races.	Minority Student Population 2018-2019	U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. (2018- 2019).
Additional School District Indicators			
Revenue Per Pupil	<p>Revenues from state, and local sources come from the Census, Annual Survey of School System Finances (F33).</p> <p>Per-pupil state and local revenues were calculated by dividing state and local revenues (adjusted to exclude the monies described below) by fall enrollment counts as reported in the F33 survey.</p>	Total Revenue from State and Local Sources Per Pupil (2017-2018) Total Revenue from State and Local Sources Per Pupil (2017-2018)	ED Build. School District Master Datasets. (2017-2018). http://data.edbuild.org/
Pupil Spending Gap	<p>The difference (\$) between actual and required school district spending per pupil.</p> <ul style="list-style-type: none"> “Required spending”: the estimated amount of spending (per-pupil) each district would have to spend in order to achieve the common outcome goal of national average math and reading scores. This variable is central, of course, because it is the common standard against which we assess the adequacy of actual district spending (i.e., total spending, direct to elementary and secondary education Actual spending: total state and local expenditures, direct to elementary and secondary education. 	Gap between actual and required spending per-pupil	<p>Baker, Bruce D., Di Carlo, Matthew, Srikanth, Ajay, and Weber, Mark A. 2022. School Finance Indicators Database: District Cost Database 2022 (2nd Release). Washington, DC: Albert Shanker Institute/Rutgers Graduate School of Education. Retrieved from: http://www.schoolfinancedata.org</p>